PERSONAL LISTENING COMPREHENSION PROFILE

	Completely agree (always)	Partially agree (sometimes)	Disagree (never)
1. I feel nervous listening to strangers	1	2	3
2. I misunderstand people over the phone	1	2	3
3. I have difficult listening to lectures	1	2	3
4. I feel comfortable listening to my English speaking friends	1	2	3
5. I prefer face-to-face communication with people	1	2	3
6. I have difficult understanding TV/radio news programmes	1	2	3
7. I enjoy watch mini-shows on TV	1	2	3
8. I have difficult in my listening because:			
a) I don't have enough vocabulary	1	2	3
b) I can't discriminate different sounds	1	2	3
c) I don't know enough grammar	1	2	3
d) I don't know how to predict and infer information	1	2	3
e) I don't have the background knowledge	1	2	3
f) The speaker talks too faster	1	2	3
g) other reasons (please specify)			
_____	1	2	3

9.When I have trouble understanding spoken information I use following strategies (Please list them):

a)

b)

c)

LISTENING PROGRESS

Vocabulary	Is the vocabulary new? Does it hinder your understanding of the whole passage?
Compensation	Is it difficult for you to guess the meaning of some of the new words?
Short Term Memory	How many times do you feel you need to listen to a new passage/conversation?
Grammar/Value of Utterances	After listening to the passage, can you briefly paraphrase it? Or while you are listening to it, can you take some notes?
Speed	Did the speakers go too fast for you to keep up with their pace? Did the speed really interfere with your understanding of the whole?
External References	Were the speakers just informing, or were they also giving opinions (implicitly)?

NOTE: These questions could be answered checking a scale (1 to 5) or checking "Not at all," "Partially," or "Almost completely."

	Not at all!				*I got it!*
	1	2	3	4	5
1. Could you follow the conversation in a successful way?					
2. Were you able to understand most of the words?					
3. How did you do it?					
a. guessing the meaning of unknown words?					
b. guessing the meaning of words you didn't hear?					
c. predicting according to the interpretation of the picture?					
d. other?					
4. How was the speed of the conversation?					
Slow					
Medium					
Medium-Fast					
Fast					

COMPUTATION

COMPUTATION

This section includes a list of computation competencies and a student form. A separate list of assessment strategies has not been included because certain functional competencies in the other skill areas incorporate computation.

About the Form

The student computation form can be used as a tool for student self-evaluation as goal- setting. The teacher can guide the students in assessing their computational skills and keeping track of what skills they know and what skills they still need to learn. Students should use the last two columns to indicate any progress they have made.

Computation Competencies

These competencies were taken from the SCCC Basic Studies ESL Curriculum and the Washington State Core Competencies. The list is somewhat hierarchical, although some skills are applicable to all levels. The functional competencies in reading, writing, listening and speaking incorporate computation; therefore, a separate list of computation assessment strategies has not been clearly specified.

1. Recognize the value of U.S. currency and coins, and make change correctly.

2. Count items by 1's, 5's, and 10's to 1000..

3. Perform the operations of simple addition, subtraction, multiplication and division.

4. Measure weight, volume, length, width, and height using the American measurement system.

5. Relate the amount of a bill or receipt to the purchase or service provided.

6. Use fractions and percents in appropriate situations.

7. Use correct terms with decimals, fractions, and percentages.

8. Measure temperature (Fahrenheit and Centigrade).

9. Calculate area, perimeter, circumference, etc. as needed.

NAME _____

STUDENT COMPUTATION FORM

Everyday Math Skills	Know How	Want To Learn		Can Do Now	Comments*
count to 100					
write dates as numbers					
tell time					
write time					
add and subtract money					
count change					
estimate cost of groceries					
compare items for lowest price					
use checking and savings account					
figure sales tax					
use measurements					
double a recipe					
read a bill					
calculate interest					
read a thermometer					
calculate distances on a map					

*With Help (WH) or Without Help (WO)

NAME Hugo Macias

Sample

STUDENT COMPUTATION FORM

Everyday Math Skills	Know How	Want To Learn		Can Do Now	Comments*
count to 100	✓				
write dates as numbers		✓		✓	WO
tell time	✓				
write time		✓		✓	WO
add and subtract money	✓				
count change	✓				
estimate cost of groceries		✓		✓	WH
compare items for lowest price		✓		✓	WH
use checking and savings account	✓				
figure sales tax		✓		✓	WO
use measurements	✓				
double a recipe		✓		✓	WO
read a bill	✓				
calculate interest		✓		✓	WH
read a thermometer	✓				
calculate distances on a map		✓		✓	WO

*With Help (WH) or Without Help (WO)

GENERAL ASSESSMENT TOOLS

INDIVIDUAL INITIAL ASSESSMENT QUESTIONNAIRE

Name
Date

Quarter
Year

1. Where do you already use reading in your life?

√	Area	How do you use it?
	Home	
	Children	
	Transportation	
	Work	
	Fun	
	Other	

2. Where would you like to be able to use reading?

√	Area	How would you like to use it?
	Home	
	Children	
	Transportation	
	Work	
	Fun	
	Other	

3. Where do you already use writing in your life?

√	Area	How would you like to use it?
	Home	
	Children	
	Transportation	
	Work	
	Fun	
	Other	

4. Where would you like to be able to use writing?

√	Area	How would you like to use it?
	Home	
	Children	
	Transportation	
	Work	
	Fun	
	Other	

5. What are your future goals?

CHECK FOR YOURSELF

	Always	Sometimes	Never
Reading			
I read the newspaper	☐	☐	☐
I read the bulletin board at work	☐	☐	☐
I read to my children	☐	☐	☐
I read religious books	☐	☐	☐
I read fiction	☐	☐	☐
I read magazines	☐	☐	☐
I read every day	☐	☐	☐
I read menus	☐	☐	☐
I read recipies	☐	☐	☐
I read manuals	☐	☐	☐
I read for pleasure	☐	☐	☐

Other things I read are:_____

_____

	Always	Sometimes	Never
Writing			
I write letters to friends or relatives	☐	☐	☐
I write notes to my family	☐	☐	☐
I write in a journal	☐	☐	☐
I write business letters	☐	☐	☐
I write about myself	☐	☐	☐
I write for pleasure	☐	☐	☐
I write memos at work	☐	☐	☐
I write messages at work	☐	☐	☐
I write by hand	☐	☐	☐
I use a typewriter	☐	☐	☐
I use a computer	☐	☐	☐

Other things I write:_____

_____

How I Learn	Always	Sometimes	Never
By myself	☐	☐	☐
In a group	☐	☐	☐
When it's quiet	☐	☐	☐
With music playing	☐	☐	☐
By watching others	☐	☐	☐
By trying it myself	☐	☐	☐
By listening to instructions	☐	☐	☐
By reading about it	☐	☐	☐

Other ways I learn:_____

_____

LEARNING LOG

Name: _____ Date: _____

Something I learned this week:

Something I enjoyed this week:

Something I didn't like this week:

What I want to do next:

ACTIVE LEARNER PROGRESS CHART

Class: Week of:	Name:					
ACTIVE LEARNER CLASSROOM BEHAVIORS	**M**	**TU**	**W**	**TH**	**FR**	**TOTAL**
I arrived to class on time.						
I brought all neccessary materials (paper, pen/pencil, etc.)						
I brought the textbook.						
I completed all homework assignments **before** class.						
I sat up straight and alert.						
I made eye contact with the teacher.						
I listened attentively to the teacher.						
I answered a question voluntarily.						
I listened attentively whenever a classmate was speaking.						
I participated actively in all small-group activities.						
I took careful notes of any information I need to remember.						
I wrote down the homework assignment.						
I understand what I am supposed to do for homework.						
I let the teacher know if I needed an explanation or help.						
I learned some new things in class today.						
I tried my best to pay attention during class today.						

Handout from the presentation of Kate Kinsella, San Francisco State Univ. & ARC Associates and Kathy Sherak, American Language Institute, San Francisco State Un
TESOL 1995

THE REAL TEST

STEP 1
About a week before scheduled testing, I ask my students what they have learned in our class. They go through their notebooks and reread what they wrote in the last 3 months. Then I elicit topics on the board. We cover the board with different item.

They categorize these topics into three or four big categories:
In the news
American holidays and history and different customs
How to take care of ourselves etc.

STEP 2
They now break up into cooperative groups, choose a Secretary to write for the group, and start to make questions for each category. If there is time, each group chooses a Reporter who reads or lists their questions on the board.

I choose about 30 questions and type them up in a REAL TEST format, adding a map from the news or a picture (body organs, etc..) to be labeled. The final page has directions to do a spoken task on tape: call 911, make a Dr.'s appointment, complain to the super, describe a mugger form a picture, etc. I make a copy for everyone.

STEP 3
When students come to be tested, a tape recorder is set up for them to do the taped part of the test. They receive the written form to be completed by the time regular testing is over and start on it immediately, finishing it at home.

STEP 4
The following week we all listen as a group to the tape and write the vital information provided by each person: name, address, emergency, problem, description of mugger etc. If we cannot hear or understand it, the class asks the students to redo it later. Then we go over the answers to the written questions, either in small groups with each group being responsible for writing up the answers to a certain number of questions, or as a whole class. At home they study the questions and answers.

STEP 5
Finally each student chooses one question to ask in a One Question Interview. They each write their questions on blank sheets, and under it list all the students' names (or their numbers from the sign-in book and rollbook). Students stand and circulate, asking their own questions, listening for correct oral answers, and checking off the name or number of person. They also answer the other student's questions.

In the process, students' have written questions, answered them in writing at home with their families, corrected their answers and finally answered them all orally. They really KNOW what they have learned after doing the REAL TEST!

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REFERENCES & SUGGESTED READING

Angelo, T. A. & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey-Bass.

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